**William Kasapidis**

**AP Studio Art Syllabus: Studio Art Drawing Syllabus**

**Course Description:**

This course has been developed to accommodate students who have expressed an interest in completing the AP Drawing Portfolio Exam. Students will address three components in their portfolios: Quality, Concentration, and Breadth.

All content must meet the requirements as stated on the AP Student Art Poster. Students will submit this body of work to the College Board for grading and possible college credit.  **(C1)**Through direct teacher instruction, studio practice, application of design concepts, and informed decision making students will assemble a body of artwork that demonstrates a high level of quality and growth over time consisting of content, technique, and process. **(C5)**

**“Quality”** Students develop mastery of drawing in the composition, content, and execution of their work. Students will master the components of a good composition which will include artwork with strong value patterns, dominant focal point or center of interest, balanced shapes, varied edges, places for the eye to rest, repeated colors and shapes, established planes of depth, and skillful mark making. Drawings will be created through a variety of means, including pencil, colored pencil, charcoal, pastels, pen and ink, watercolor, acrylic, printmaking, collage, mixed media, etc. Student’s artwork will range from direct observations, aerial perspective, and architecture, landscapes, and figure drawing, realistic renderings to personal abstractions and imaginative artwork. **(C2)**

**“Concentration”** Class work and homework will focus on defining and describing successful approaches to the highly personal nature of Concentration work through individual and class assignments containing in-depth commitment to an idea in art that is personally fulfilling. Students will create a cohesive plan and be individually counseled about their choices of plan for a Concentration and how they will successfully create a related body of artwork with a strong underlying visual idea and cohesiveness. They will create a related body of work with an underlying theme and relevance showing a central idea, focused investigation, research, and growth of discovery. They will be able to clearly write a Concentration statement forming and individual plan of action as succinctly as possible. Sample drawing concentrations: Personalized emotional colored pencil portraits of people from direct observations of family members, an investigation of interior architecture with unusual visual perspective and extreme lighting conditions, or abstractions developed from personal realistic landscape photography. **(C3)**

**“Breadth”** Aseries of teacher initiated assignments will be presented with the purpose of introducing students to the widest range of experiences in drawing together with high-level problem-solving skills. Students will work with different media and subject matter. Students will be given the opportunity to create and experiment with non related artworks. Many teacher driven breath pieces are observation based, the subject matter, scale, the students work show the variations. Breadth assignments should how students use of spatial systems, such as atmospheric and linear perspective, the illusions of three dimensional work on a two dimensional plane and strong compositional development.

Breadth drawings will range from realistic to abstract, non representational, expressionistic viewpoints, fantasy and imagination, and other personal issues and experimentation. Sample Breadth projects: Draw a section of your garage, draw the inside of a car, create a charcoal rendering with strong tonal lights and darks, draw pairs of blue jeans hanging on a hanger focusing on composition and shading, or draw an interpretive landscape of your favorite song. **(C1)**

**Expectations**

**Artistic Integrity:** Students are expected to use artistic integrity throughout the course. Work that is based upon publishes photographs or the work of other artists must move beyond duplication to illustrate an original idea. **(C7)**

**Sketchbooks** Students will use a sketchbook as a visual journal, to work through ideas, to practice drawing and design skills, and to record their process throughout this year. It is expected that students will use their sketchbooks as tools for developing and recording their ideas. **(C5)**

**Critiques** The majority of class time is spent making artwork, though students are expected to participate in group and individual critiques throughout the semester. **(C7)**

**Drawing Portfolio**: Students will expand their drawing and two dimensional design skills and advance their visual communication skills by exploring a variety of design processes and techniques, and compositional and aesthetic concepts.

**Drawing Portfolio:** Students will produce a minimum of 24 works that satisfy the requirements of the Quality, Concentration, and Breath sections of the AP Studio Art Drawing Portfolio. **(C1)**

**All** **Studio Art Portfolios** require a great deal of time and effort and the five 90 minute class sessions per week are inadequate to create the amount of work necessary for the portfolio. The art studio is open four days a week during SMART Lunch and two days after-school. Open studio is recommended for student success. SMART Lunch is a 50 minute lunch period in which students are encouraged to go back to their classes for extra project time or remediation. Teachers are in the class during lunch at various scheduled times to help with student success.

**Homework** Students will receive specific assignments or will be asked to spend time working on particular assignments at home. They should be prepared to spend four to eight hours a week in addition to class time on their projects. Students will have summer assignments prior to enrolling in the AP studio art courses which will be included in their homework grade during the first semester. The summer assignment list will go out to students at the end of the current school year.

**Course Outline and Schedule**

**Term 1 August through December**

All Drawing and 2-D Design Portfolio students will work primarily on the Breath section of the portfolio during the first semester. A series of teacher assignments will be presented with the purpose of introducing students to the widest range of experiences in creating 2-D work together with high level problem solving skills. A variety of concepts and approaches will be used to demonstrate abilities and the versatility with techniques, problem solving, and ideation. **(C4)** Students will also discover personal directions, particular studio strengths, and visual ideation interests. **(C3)**

Students will transform into more open-ended and exploratory work for the Concentration section of the portfolio during the second semester. Students will develop a body of work for the Concentration section that is a planned investigation of an idea of interest to them. **(C3)**

Critique dates will be set and provided along with each assignment. Students will be expected to have projects “critique ready” at the beginning of class on the assigned critique day. Critiques with peers and the teacher are mandatory. **(C6)**

**Term 2 January through May**

While some Breadth work will be required, the main focus of the term will be the development of specific personal imagery suitable for the Concentration section (Section II) of the Portfolio. Considerable time will be devoted to defining and describing successful approaches to the highly personal nature of Concentration work through individual and class assignments. By term end, students will have completed their required concentration and breadth pieces and a written statement to describe the intent and development of the project using accurate artistic language. **(C3)**

**Student Objectives:**

All AP Studio Art Drawing students will:

* Maintain a strong work ethic.
* Work through and solve visual problems effectively.
* Refine the ability to draw/render what you see.
* Understand how art elements and design principles communicate content.
* Increase awareness of the creative process.
* Increase knowledge of art tools and materials.
* Pursue the art making process with a passion.

**Assessment and Evaluation**

All AP Studio Art Drawing grades fall into three categories: Class work/projects/homework (75 percent) class participation (20 percent), and test/quizzes (5 percent). Class work/projects/homework is self- explanatory. Class participation includes students’ participation in group and individual critiques, preparation for final projects, taking slides of their work, SMART lunch participation etc. Tests/Quizzes are ways of assessing student knowledge during and at the end of the term. Test/Quizzes can vary in form and application.  Some tests/quizzes can be written, verbal, or an execution of visual design (having a portfolio, performing a drawing skill, etc.)

**Instructional Materials**

**Textbooks:**

Brommer, Gerald F. *Discovering Art History,* 3rd ed. Worcester, Massachusetts: Davis Publications, Inc.

Ragans, Rosalind. *ARTTALK,* 3rd ed. New York, New York: Glencoe McGraw-Hill

Gatto, Joseph A., Porter, Albert W., Selleck, Jack, *Exploring Visual Design, The Elements and Principles,* 3rd ed. Worcester, Massachusetts: Davis Publications, Inc.

**Class library of reference books**

**Online Information**

**Art Magazines**

**Audio/Visual Videos and CD’s**

**Criteria Requirements**

**C1**- The course promotes a sustained investigation of all three aspects of portfolio development- quality, concentration, and breath- as outlined in the *AP Studio Art Course Description* or AP Studio Art poster throughout the duration of the course. (Note: The body of the work submitted for the portfolio can include art created prior to and outside of AP Studio Art course.)

**C2** - The course enables students to develop mastery (i.e., “quality”) in a concept, composition, and execution of Drawing and 2-D design.

**C3**- The course enables students to develop a body of work investigation a strong underlying visual idea in a drawing and 2-D design that grows out of a coherent plan of action or investigation (i.e. a “concentration.”).

**C4**- The course teaches students a variety of concepts and approaches in drawing, 2-D design, or 3-D design so that students are able to demonstrate a range of abilities and versatility with technique, problem-solving, and ideation (i.e. “breadth”). Such conceptual variety can be demonstrated through either the use of one or the use of several media.

**C5**- The course emphasizes art making as an ongoing process that involves the student in informed and critical decision making.

**C6**- The course includes group and individual student critiques and instructional conversations with the teacher, enabling students to learn to analyze and discuss their own artworks and those of their peers.

**C7**- The course teaches students to understand artistic integrity as well as what constitutes plagiarism. If students produce work that makes use of photographs, published images, and/or other artists’ works, the course teaches them how to develop their own work so that it moves beyond duplication.

**Supplies**

Most supplies and equipment will be provides by the school and an additional list of supplies will need to be purchased by each student. Please see supply list below.

A sketchpad – size varies depending on student needs but 9 x 11 is preferred

An art tool box to keep all your supplies together - Tackle box is fine

Drawing pencils - You can find them from 9B (very soft) to 9H (very hard). A good starter range would be a 2H, B and a 2B. You can buy these in sets or individually. If you buy them individually, make them all the same brand. Brands differ from each other so much that someone's 2H might be someone else's HB.

A good hand held sharpener. Just a small plastic one will do but make sure it brings your lead down to a full sharp point

A kneaded eraser and a white vinyl eraser would be good to start

Fine line marker - UNI-ball, Berol, BIC metal, etc, a variety helps you.

Twelve or eighteen inch metal ruler

Glue stick

Several different types of paint brushes

Two black ultra fine line sharpie

Roll of paper towels

Colored pencils and different types of pens, Conte crayons

Blending stumps (tortillion) to help you with your shading techniques

Small flat brush to help you with your shading techniques